NHAC LÔTÔ:
A MUSICAL CARD GAME FOR ENGLISH LANGUAGE LEARNER

A graduate project submitted in partial fulfillment of the requirements
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Educational Psychology

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ABSTRACT

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After the fall of Saigon in 1975, many Vietnamese migrated to America. Vietnamese immigrants had quintupled to 1.1 million, making them the fifth largest immigrant group in the United States (Terrazas, 2008). There were 25 percent of Vietnamese children from 5 to 17 years old spoke a non-English language at home and spoke English with difficulty (Aud, Hussar, Planty, Snyder, Bianco, Fox, Frohlich, Kemp, and Drake 2010). Many find that current ESL courses and English language lessons do not incorporate relevant cultural information, practices, and experiences that would make learning English more meaningful and understandable.

Music is an important part of the culture of Vietnam. Music represents Vietnamese lives. Music can be performed in honored of Gods, expressed religious spirits, holidays, festivals, funerals, weddings, and daily working. Research shows that learning via music has a positive effect on language acquisition. The purpose of Nhạc Lộtô: A Musical Card Game for English Language Learners is to provide a musical game that uses music to motivate and to help Vietnamese American third graders to learn basic English language skills.
CHAPTER ONE

Introduction

After the fall of Saigon, South Vietnam in April 1975, many Vietnamese immigrated to America. The 1980 census recorded 231,120 foreign born persons from Vietnam in the United States. The number of Vietnamese immigrants had quintupled to 1.1 million by 2006, making them the fifth largest immigrant group in the United States after persons of Mexican, Filipino, Chinese, and Indian descent. Nearly two-thirds of all Vietnamese immigrants resided in six states and represented about 65.7 percent (734,110) of all Vietnamese immigrants. California had the largest number of Vietnamese immigrants (446,397, or 39.9 percent), followed by Texas (129,779, or 11.6 percent), Washington (49,084, or 4.4 percent), Virginia (37,841, or 3.4 percent), Florida (37,076, or 3.3 percent), and Massachusetts (33,933, or 3.0 percent) (Terrazas 2008).

According to the 2000 Census, Vietnamese is the seventh most common language spoken at home nationwide, with slightly more than one million speakers. English proficiency rates for Vietnamese speakers are disappointing overall. Vietnamese speakers are the least likely to be English proficient among the major language groups in the United States. Only 34 percent of those who speak Vietnamese at home speak English “very well,” according to the Census definition of English proficiency (U.S. English Foundation, 2008). Compared to other Asian groups in California, Vietnamese have the lowest rates of English language proficiency, according to a recent report by the Asian Pacific American
Legal Center, and this means many have minimal communication with public officials (Texeria, 2005).

The National Center for Education Statistics (NCES) showed that the number of school-age children who spoke a language other than English at home rose from 4.7 to 11.2 million between 1980 and 2009. In 2009, the percentage of school-age children who spoke a language other than English at home and spoke English with difficulty varied by demographic characteristics, including race/ethnicity, citizenship status, and poverty status. About 25 percent of Vietnamese children from 5 to 17 years old spoke a non-English language at home and spoke English with difficulty (Aud, Hussar, Planty, Snyder, Bianco, Fox, Frohlich, Kemp, and Drake, 2010).

Activities for ESL Students is a web page that is the project of TESL Journal. It has many different games, including English-Vietnamese Vocabulary Quizzes and crossword puzzles, which can help Vietnamese English learners to develop their English grammar and vocabulary. One example is entitled “English Vocabulary Quizzes Using Images.” Each quiz has ten questions with words and images that relate to each other. Each question has one image with different four words, and one word is associated with the image. Students can see the image, which is associated with a word, and they can check a mark on this image so they can learn this word. Students continue to play the quiz with many more images and words. Students can repeat quiz as many times as they like. Vocabulary Builder from EuroTalk for English is an interactive flash card system for parents
and teachers to help teach basic language, and for children to play games and record their own words and sentences (Kelly, 2003).

Throughout childhood children develop their learning skills and are motivated towards social and academic achievement. As children grow up they develop their language, physical, cognitive, emotional, and social domains. Language development is one of the most important areas that children need to develop. The United States has a very diverse population with people from many different countries, cultures, and languages. As a result, many children are ELLs and need to learn and improve their English language skills.

How often do we consider how important language is in our everyday lives? We can use language to talk to others, to listen to others, to read, and to write. Language allows us to describe past events in detail and to plan for the future. Language also lets us deliver information from one generation to the next and build a rich cultural heritage. What is language? Language is a way of communication which is spoken, written, or signed. Language is built on a system of symbols and consists of the words used by a community and the rules for changing and joining them (Santrock, 2007).

Music is everywhere, and Vietnamese music has had a rather long history. Music is considered to be an essential need. Vietnamese people use music to express their feelings, to encourage themselves while working and fighting, to educate their children in good traditions and national sentiment, to communicate with the invisible, and to sublimate their aspirations for a happy life. Vietnamese music is extremely diverse and popular. Many school lessons use singing to help
teach students the Vietnamese language. Numerous forms of songs and music have been preserved to form a rich musical treasure. Vietnam has many different forms of music and different kinds of musical instruments. Music is performed at theatres, churches, funerals, schools, villages, home, and in fields. Hát Ru are a sort of folk music often heard in Vietnam, especially in the countryside. Ru are songs to soothe babies, but Vietnamese women use them to express feelings such as homesickness, missing spouses, etc. Since the function of a lullaby song is to make the child slowly fall into sleep, the song is quiet, the tones stretched and melodious (Pham, 2001).

Music can build vocabulary and motivates children’s reading and spelling. Music stimulates the auditory sense so it will help children improve their ability to articulate sounds. Music and reading go together because music celebrates language. Language is integrated with music such that words are instantly added, and learning verses to songs adds richness to children’s language growth. Language naturally has rhythm and melody so children bring this language with them when they read. Songs can be invented to help children in learning math skills (Krogh, 1990).

There are many things parents, teachers, educators, and caretakers can do to help English Language Learner children develop their English language skills and cope with the difficulties of not speaking English. Music can be a wonderful way to help. Children love music. Jalongo & Ribblett (1997) stated that using song-based literature is motivational and actively engages students in the reading process. By using popular musical lyrics, the techniques of paired or partner
reading, echo reading, choral reading, and phrasing can be implemented easily within daily classroom instruction.

Song picture books also support emergent literacy by building on familiarity and enjoyment, providing repetition, expanding vocabulary and teaching story structures, promoting critical thinking, and fostering creative expression. Song picture books can be especially useful for ELLs because they demonstrate the link between the kinesthetic, pictorial representations of the concepts of the songs, and print (Isenberg & Jalongo 2009).

Music is a human phenomenon, energetic, fun, and inspirable. Tasks and lessons are sometime not interesting doing or learning so music stimulates students and makes them actively that they fell interested to work on tasks or lessons. Songs blend with stories, and a studying of musical instruments is also a lesson in the science of acoustics. Music is not treated separately, and it is associated with the learning of concepts in social studies, language arts, mathematics, and science. (Cambell & Scott-Kassner 2002).

What is music? Music is everywhere and expresses our souls. Music is a way of communication and is the universal language. Music affects our lives and expresses feeling to composers, players, and listeners. Long ago, music was performed, even though it was not written yet, and it was just sung. Roman Catholic Priests worshiped with masses and sang at churches (Yudkin, 1999). Music reflects the social, economic, and religious climate, which is conceived, as, well as the personal inclinations and artistic ideals of its creators. Music preserves cultures and presents its time in history (Ferris 1999).
Yudkin (1999) stated that music of the world can be divided into five large areas, and each includes a large collection of different musical cultures. These areas are North American and Europe, Latin America and the Caribbean, Sub-Saharan Africa, the Middle East and North Africa, and Asia and the Pacific Islands. These five areas have something in common: they all include cultures which have been developing a classical repertory of music that means music is played by professional musicians. There are also non literate cultures in which music is not written down and just performed by most members of the society.

Most cultures use both human voices and instruments in musical performance. Musical instruments are around the world made of different materials which produce many tone colors. For example in Africa instruments are made of wood, animal skins and horns. In Asia countries such as Vietnam, China, Laos, and Cambodia musical instruments are made of metal, bronze, and stone. World musical instruments are categorized into four groups: stringed instruments that include pluck and bow; wind instruments that are blown, and two types of percussions. Some percussion instruments have sound that is produced by hitting material stretched over a hollow object such as drums. Other types of percussion instruments have sound made by shaking, striking, beating, or waving a solid object such as gongs, chimes, shakers, and rattles. Ethnomusicologists studied world musical instruments and have developed special names for each of these groups: string instruments as chordophones, wind instruments as aerophones, membranophones as drums, and idiophones as gongs (Yudkin, 1999).
Statement of Need/Problem

All children deserve to establish their social and academic skills so they will be successful in their future. Parents, teachers, and educators can motivate children to set and to accomplish their goals. Children need [influent] language skills to communicate fluently, and this is true especially for Vietnamese immigrant children who have very limited English proficiency need to learn English so they will be able to achieve their educational goals.

According to the National Center for Education Statistics, there are many children who do not participate or get to use or play musical instruments. From 1999-2000 about 28% of Public Elementary Schools did not have music program. In 1993 59% of kids ages of 3-5 were not involved with music. In 2005 45.6% of kids ages of 3-5 were not involved with music. From 1998-1999 the following percentages of public elementary students offered various kinds of music instructional program: Band: 52%, String instruments: 27%, and Chorus: 48%.

Research studies show children who do not participate or get to use or play musical instruments have lower academic achievement than children who involve with any kinds of music. According to Krogh (1990), music provides success for children who may not find it in other curricular areas. Music is powerful symbol system that is important to learn along with verbal and mathematical symbols.

Beginning in January, 2004 and continuing through the end of April 2004, the study was about musical instruction that was related to significant
gains in the development of young children's phonemic awareness. The data showed that kindergarteners who received four months of musical instruction showed greater gains in development of their phoneme segmentation fluency when compared to children who did not receive music instruction. There is a strong and reliable association between the study of music and performance on standardized reading/verbal tests (Gromko, 2005).

Teachers and parents can teach songs and show kids letters of songs that make up syllables, words, and fragments so kids can sing songs to enjoy and also increase more and more their vocabulary. Hodges writes that repetition of familiar folk songs in their environment eventually leads to imitation and learning, for example, the ABC Song, Old MacDonald Had a Farm, and Twinkle, Twinkle Little Star. Often these take the form of multiple repetitions of learned fragments (2002).

Many songs have stories. While children listen to music and follow along with stories they are able to write their own stories. Music and language can be used to create images, and music can be used to tell stories in an abstract sense, such as "The Little Train of the Capiera" by Villalobos, or can be combined with words to tell an actual story, such as "Peter and the Wolf" by Prokofiev (Cambell & Scott-Kassner, 2002). Through music, children can be motivated to develop their emotional and language skills.

**Purpose of Graduate Project**

Language is one of the most crucial aspects of a child’s life. Using music such as singing songs, listening to sounds of musical instruments, and playing
simple instruments can be a way to help children enhance their English language skills. The purpose of this project is to design and to develop a game that uses pictures and names of musical instruments and also has images and names of objects to help ELL children to develop their language skills. A Vietnamese musical card game for English Language Learners called Nhạc Lô tô is one such tool. It includes game boards, game cards and game instructions to improve Vietnamese American children’s English language skills.

Nhạc Lô tô is a box that contains game boards, game cards, red tokens, and a CD. Game board 1 shows colored pictures of musical instruments. Game board 2 has names of musical instruments that are written in both English and Vietnamese languages.

Terminology

Clef is used to identify location on the staff with specific pitches (Strauss, 2008)

ESL (English as Second Language) is bilingual education programs or classes for English as a second language for opportunities to learn English while also learning the standard curriculum (Friend & Bursuck, 1953).

Language is a way of communication, which is spoken, written, or signed.

Language is built on a system of symbols and consists of the words used by a community and the rules for changing and joining them (Santrock, 2007).

Language development is a process starting early in human life, when a person begins to acquire language by learning it as it is spoken and by imitation (Shi, 2005).
Lô tô is a game of chance that can be played similar to bingo. Vietnamese adults and children enjoy playing this game during holidays, particularly during New Year's (Tết). Callers can either sing or say numbers and or objects (Nguyen & Saltzman, 2008).

Motivation is any aspect that increases the energy of an individual’s activity (Cambell & Scott-Kassner, 2002).

Music is organizing sounds with some scale of harmony, melody, and rhythm (Ferris, 1999).

Nhạc means music (Arana, 1999).

Self-esteem is one own judgments and feelings about value and meaning by self (Ormrod, 2006).

Treble Clef is also called a G clef and is derived from a script G, and it is placed on a second line of a staff (Strauss, 2008).

Summary

Chapter one provides a rationale for the need for an instructional game for Vietnamese American third graders who are English language learners or use English as a second language. This chapter emphasizes the importance of the development of language skills for English as Second Language students through the use of music and game play. Chapter two includes a review of relevant literature. Chapter three contains information on the design and development of the project. Chapter four presents the game. Finally, Chapter five incorporates a discussion of the final product, outcomes, recommendations, and implications for future use.
CHAPTER TWO

Literary Review

Introduction:

In this chapter, research on the topic of Music and Language and the importance of music which addresses music resembles a language. The purpose of this project is to design a game that is used with images and names of musical instruments to help Vietnamese American third graders improve their English language. Vietnamese children have the lowest rates of English language proficiency that is compared with other countries among Asian groups in California. This is a current report of an Asian American History, Demographic and Issue.

Many people migrated to America to make better lives, and they were struggling to adjust to a new land, a new culture, and a new language. The effort of learning English is a central facet of immigrants' lives. According to Tazaras (2008), there were about two-thirds of Vietnamese immigrants in 2006 were limited English proficient. It had about 5.4 percent of the 1.1 million Vietnamese immigrants age 5 and older reported speaking "English only" while 25.9 percent reported speaking English "very well." In contrast, 68.7 percent reported speaking English less than "very well," which is much higher than the 52.4 percent reported among all foreign born age 5 and older.
Review of the Research:

According to United States Census Bureau in 2003, there were about 20 percent of children in America who spoke a language other than or in addition to English. Many children require two languages to cross bilingual (BI) home, school, and community settings. Others spoke one language at home (first language, or L1) and a different language (second language, or L2, English) at school and in the larger community. Spanish was the most common L2 spoken in the United States, languages such as Chinese, French Creole, Tagalog, and Vietnamese each had more than 1 million speakers in the United States (Pham & Kohnert & Mann 2011).

Typically developing children from immigrant families who were able to speak the language of their parents (L1) as well as the language of the larger community (L2) have better psychological, social, and academic outcomes than their same-ethnic peers who spoke only English (Feliciano, 2001). Children of immigrant families who were BI have a stronger sense of identity (Phinney, Romero, Nava, & Huang, 2001), closer parent–child relationships (Tseng & Fuligni, 2000), and higher academic achievement (Feliciano, 2001) as compared to English-only (EO) peers with similar cultural, ethnic, and immigration histories.

Children need to meet enough English skills to communicate and to achieve high academics, and music is one of the best ways to assist children to develop their language skills. Integrating music into children’s everyday activities promoted literacy development, particularly with English Language learners.
Music was a way for children to experience rich language in a pleasing way (Woodall & Ziembroski).

According to Brown (2006), songs can be used to practice and reinforce consonant sounds. Songs for pronunciation include Mary Had a Little Lamb to practice on the /l/ sound or Row, Row, Row, Your Boat to practice the /r/ sound. Songs can also be used to help students compare how words may not look the same but are still homophonic. For example, the lyrics to Twinkle, Twinkle Little Star can help students see how words may rhyme such as are and star, or high and sky.

Teachers can use music to improve writing skills for children. Students can write new words for old songs (Isenberg and Jalongo 2009, in press; Hildebrant 1998). Making literature connections with songs is another way to improve students’ writing skills. After using trade books, teachers often provide writing time for students to independently respond in personal journals. Affording numerous writing opportunities for English Language Learners are very important, and the daily inclusion of personal response journals can be very advantageous to developing writers (Tompkins 2009).

Songs can help to teach language skills. Songs may be used for the presentation and or practice phase of language lessons. They can be used to teach a variety of language skills, such as sentence patterns, vocabulary, pronunciation, rhythm, and parts of speech. For young children, the best songs, whether familiar or unfamiliar, should have an international nature, such as Old MacDonald had a
Farm. The traditional song, BINGO, can be used for teaching individual letter sounds or spelling words. Motions can be added to the songs to make them more meaningful and enjoyable for the children (Ohman - Rodriguez 2004; Saricoban & Metin 2000).

Choral reading is also best supports English Language Learners when the reading material selected is age-appropriate and at a slightly higher level than what students are able to read independently. Teachers read the selections to the students several times while showing the words to the story or poem. The students can practice through repeated readings (Peregoy and Boyle 2008).

The study by Fisher on "The Early Language Learning With and Without Music" was to focus using music in primary grade classrooms to improve literacy performance of students in bilingual programs. The researcher purposely selected the school and the school allowed the research to access the teachers, students, and classrooms. The school had over 1,450 elementary age students in grades K-5 and 45 percent of the students participated in bilingual education programs. Eighty students who spoke Spanish at home were randomly assigned to one of four teachers to participate in this research. Each of the 80 students were assessed for 19 months at the beginning of kindergarten in September and again toward to the end of the first grade in April. The 80 students could demonstrate oral fluency in English (2001).

Four teachers engaged their students in similar lessons and activities. For example, during a unit on farms, they all read aloud the same books each day. They added farm books to their classroom libraries. Despite their differences in
the use of music and song texts, each of these four teachers implemented a three-hour literacy block and divided this time to reading aloud, guided reading, writing, independent reading, and working with words. Two teachers used a great deal of music in their classrooms while the other two did not (Fisher, 2001).

Two of the classroom teachers who used music started the day with a song. During classroom observations, students sang every morning and the songs typically focused on self-esteem, pride, and feeling good. During kindergarten, students seemed to like singing morning songs in Spanish such as De Colores and En Las Pulgas De San Jose. In first grade, students seemed to especially like the songs by Linda Lungren (1996) for their opening. The two teachers who incorporated music into their classrooms consistently allowed the student leader for the day to select the morning song (Fisher, 2001).

In the classrooms in which music was used, student choices included several books that came with song CDs. For example, during the middle of their kindergarten year, students were asked to listen to, "What A Wonderful World" by George David Weiss and Bob Thiele (1995) while listening to Louis Armstrong's song that matched the words exactly. At the beginning of first grade, the teacher used the song, "I Can't Spell Hippopotamus at the listening station." The words of this song introduced students to various onset and rhyme patterns such as "I can spell hat, h-a-t, I can spell cat, c-a-t, I can spell fat, f-a-t, but I can't spell hippopotamus." Each student had a recording sheet and recorded each of the words that were spelled during the song and then added additional words with the same spelling pattern to the list (Fisher, 2001).
Before using music in classrooms, none of the 80 students demonstrated oral fluency in English at the initiation of the study and no significant differences in [SOLOM] Student Oral Language Observation Matrix (California Department of Education, 1981), Yopp- Singer (Yopp, 1995), or [DRA] Developmental Reading Assessment (Beaver, 1997) were identified. At the end of the 19 months, 71 of the 80 (89%) students remained at the school. In terms of the student's oral language development, students with music experience averaged 13.2 on SOLOM compared with 8.4 for students not exposed to music at school (t=5.5, p<.001). Similarly, students’ performance on the Yopp-Singer Test of Phonemic Segmentation seem to improve based on music in the classroom (t=2.1, p<.04). Ten students in the music rich classroom read at grade level in English and Spanish whereas only one student in the non-music classroom read at grade level in English and Spanish (X[sup2]=6.7, p<.03). It was clear that the students in the two classes that used music as part of the language arts curriculum did better than students in the two classes that did not (Fisher, 2001).

After conducting this research, the finding of this study suggested that music could be used in an elementary classroom to benefit students' language development. The findings suggested that music could be used in specific ways and would maintain students' enthusiastic demeanor. The most important lesson was learned from this study with new ways teachers could introduce music into their literacy instruction.
The aim of this study was to present how music could benefit in developing English language skills for Spanish kindergartens and first graders. The researcher did a wonderful job and the results showed an important role music has to improve English language for elementary students. The study did not focus on using music to help Vietnamese American third graders to increase their abilities of speaking, reading, and writing English. I think we should do some more research on how music influences Vietnamese American third graders who learn the English language to improve their language skills.

The repetitive nature of many children’s songs could also be of value to non-English speakers as they hear words and phrases repeated. Many songs, like folk songs, followed a repeated verse form with rhyme and had other discourse features that would make them easy to follow (Saricoban and Metin, 2000). Song picture books supported emergent literacy by building on familiarity and enjoyment, providing repetition, expanding vocabulary and teaching story structures, promoting critical thinking, and fostering creative expression (Jalongo and Ribblett 1997).

Le (1999) said that Vietnamese students are well known as music lovers. All their social activities, formally and informally, include singing and playing guitars. Some students sing English songs perfectly as if they were native speakers of English. This evidence supports the view that some students learn English with the help of music. Vietnamese children are taught to sing together from early grades in primary education. Songs are normally about games, description of daily activities, and moral teaching. Therefore, Vietnamese students
in tertiary education are comfortable with singing in class, individually and in

groups. They enjoy songs in English classes.

Most of children love music, and based on the information of the study, the
result showed that incorporating music into children's everyday activities could
promote language abilities to English language learners. The study also gave a useful
strategy of music that could benefit children's literacy. Researchers did excellent jobs
of how music had influences on improving language for children. The studies are still
limited. The studies did not focus on how music could help Vietnamese American
third graders to improve English. I hope in future there will be many studies of how
music can help English language learners to improve their language skills.
CHAPTER THREE

Introduction

Language development is one of the most important areas that children need to develop. America has a very diverse population with people from many different countries, cultures and languages. As a result, many children are English language learners need to learn English so they can improve their language skills.

According to Terrazas (2008), the number of Vietnamese immigrants had quintupled to 1.1 million by 2006, making them the fifth largest immigrant group in the United States. Only 34 percent of those who speak Vietnamese at home speak English “very well,” meeting the Census definition of English proficiency (U.S. English Foundation, 2008). Comparing with other Asian groups in California, Vietnamese have the lowest rates of English language proficiency, according to a recent report by the Asian Pacific American Legal Center, and this means many have minimal communication with public officials (Texeria, 2005).

Vietnamese American third graders can improve their English by using a Musical Card Game for English Language Learners. It is called Nhạc Lô tô. Nhạc Lô tô has pictures and names of musical instruments so that is an exciting and entertaining way to help children enhance their vocabularies and build their English skills.

The Nhạc Lô tô game includes a box that contains game boards, game cards, red tokens, and a CD. Game board 1 shows colored pictures of musical instruments. Game board 2 has names of musical instruments that are written in both English and Vietnamese languages.
Development of Project

Nhắc Lộtô: A Musical Card Game for English Language Learners is a game with a box that includes game boards, game cards, game instructions, red tokens, and a CD. I took pictures of musical instruments and put them on game board 1. It contains 16 images on a 4x4 lô tô card type. I typed 24 different names of musical instruments in both English and Vietnamese, cut them out and placed them on game board 2. It is a 5x5 lô tô card type with a LÔTÔ in a FREE space. I also took images of objects and typed names of objects for game preparation. I researched websites of music museums, music stores, and music books.

The Dick and Carey ID Model

To design and develop Nhạc Lộtô, I used the Dick and Carey ID Model. It is one of the best known models. It uses a system approach for designing instruction. The Dick and Carey ID Model describe all the phases of an iterative process that begins by identifying instructional goals and has a conclusion with summative evaluation.

Phrases of the Dick and Carey ID Model measure needs to classify instructional goals and perform instructional analysis. It also writes performance objectives, identifies entry behavior, revises instruction, and develops instructional strategy and criterion-reference tests. Finally it evaluates and summarizes.
I followed the steps of the Dick and Carey ID Model

**Identify instructional goals:**
I decided that to design and develop this game would be simple and suitable to audiences of third grade teachers and Vietnamese American third graders. Teachers follow directions from the game to play it, and they will instruct students to play. Students look at images of musical instruments and words on a card and match them with images of musical instruments on game boards. Teachers also play CDs that have sounds of musical instruments and tell students put images or names of musical instruments on game boards.

**Conduct instructional analysis:**
I analyzed the information and skills that were needed.

**Identify entry behavior:**
I identified that third grade teachers will read guidelines of the game and play it. Third graders will listen to their teachers' directions first and later they will know how to place the game correctly and feel confident and happy.

**Write performance objectives:**
Third graders will follow directions to play the game correctly. By participating and interacting with other third graders in a small group of two or three and with a teacher, they will develop good social behaviors, language, and value attitudes.
Cognitive domain:
Third graders will recognize images and names of musical instruments and understand words (ad called out) from a game, and they will associate with appropriate words.

Language:
Third graders will learn words, sounds, and letters of pictures of musical instruments.

Affective domain:
Third graders will improve their good social behavior and develop good attitudes. They will feel happy and part of a group.

The learners will be motivated. They will have both intrinsic and extrinsic motivations. Vietnamese American third graders need to enhance their English. Children are interested in music. Nhạc Lộc has different pictures, names, and sounds of musical instruments and also has images and names of objects that can stimulate children. They like to learn and to have funs so the game is an exciting and entertaining way to help Vietnamese American third graders to improve their English language skills.

When third graders win a game they are happy because they can understand words that are called out so they can place these words on to right pictures. They will be pleased with themselves and think “oh we can do excellent tasks that we thought we could never do” so they continue to be motivated by themselves to practice and get better. This is an intrinsic motivation. After third
graders play a game for a while and improve their English, teachers and their parents will praise them or give them rewards so they feel happy and proud. This is an extrinsic motivation.

**Intended Audience**

Vietnamese American third graders both females and males who are limited English proficiency can play the game. These students can read, write, and know how to follow directions from their teachers. They have five motor skills and eye-hand coordination.

Third graders teachers in public and private schools who have high education can use this game in their classrooms. These teachers obtain Bachelor of Art degrees and have Credential certification.

**Environment and Equipment**

Nhạc Lô tô game can be played in typical classrooms. It is best to play it on a large flat surface such as a table, desk, or even the floor. No other equipment is necessary; however, it is more interesting when it is used with a CD player and musical instruments.
Project Outline

The following is the project outline for Nhạc Lộtô: A Musical Card Game for English Language Learners

I. Introduction

II. California Content Standards: third graders
   A. Music
   B. English language development

III. Materials:
   A. Box materials
   B. 40 Game cards
   C. One CD
   D. 25 read tokens

IV. Activities
   A. Musical instruments
   B. Names of musical instruments in both English and Vietnamese
   C. One CD that has sounds of musical instruments

V. Musical Family Instruments
   A. Wind family
      1. Flute
      2. Clarinet
      3. Saxophone
      4. Recorder
B. String family
1. Violin
2. Guitar
3. Lute
4. Mandolin
5. Zither

C. Brass family
1. Trumpet
2. Tuba
3. Horn
4. Trombone

D. Percussion family
1. Maracas
2. Triangle
3. Bell
4. Drum
5. Rhythmic sticks
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CHAPTER FOUR

Nhạc Lôtô: A Musical Card Game for English Language Learners is a motivational music game that is designed for Vietnamese American third graders. The game can be used to help Vietnamese American third graders improve their English language skills.

This game Nhạc Lôtô comes with a box of materials and activities: contains 4 game boards of musical instruments and 4 game boards of names of musical instruments, 40 game cards, 25 red tokens, and a CD that has sounds of musical instruments. Activities include three games, which are game board 1, game board 2, and game board 3. Game board 1 has musical instruments. Game board 2 has names of musical instruments, and game board 3 is a CD with sounds of musical instruments.

Nhạc Lôtô also has game preparations, which are simple and similar to bingo games. Teachers will decide if the children need to play some basic games in preparation for playing Nhạc Lôtô game. Nhạc Lôtô is at the Appendix A.
CHAPTER FIVE

Summary

The United States has a very diverse population with people from many different countries, cultures, and languages. As a result, many children who are English language learners need to learn and to improve their English language skills. In 2009, the percentage of school-age children who spoke a language other than English at home and spoke English with difficulty varied by demographic characteristics, including race/ethnicity, citizenship status, and poverty status. There were 25 percent of Vietnamese children from 5 to 17 years old spoke a non-English language at home and spoke English with difficulty (Aud, Hussar, Planty, Snyder, Bianco, Fox, Frohlich, Kemp, and Drake 2010).

Le (1999) writes that music is an essential part of human existence. Different kinds of birds have different cries, songs and melodies to communicate about their world. Similarly music is used by human beings to express their thoughts and feelings about their inner world as well as their social world. It is hard to imagine a culture without music. Music takes an important role in second language learning.

This project was to design a musical game that helps English Language Learners improve their language skills. Nhạc Lợtô: A Musical Card Game for English Language Learner is a game that includes game boards, game cards, and game instructions, red tokens, and CD.
Evaluation

Formative Evaluation:

For the formative evaluation phases I completed the following phrases:

“Design Review”

My EPC 615 Introduction to Instructional Design course classmates and I reviewed the design plans, mock-up, and draft product and then made changes based on answers to following questions:

• Does the instructional goal match the problem identified in the needs assessment?
• Do the content and context analyses match the target audience abilities and needs?
• Does the task analysis include all the prerequisite skills?
• Are the materials directly related to the objectives?
• Are sufficient practice and rehearsal activities included?
• Is the pedagogy consistent with current instructional theory?
• Are all the components included and do they function properly?

“Expert Review”

Subject-matter experts, pedagogical experts, and learner specialists in EPC 615 and my family were asked to review a complete mock-up/product and answer the following questions:

• Is the content accurate and up-to-date?
• Does the product present a consistent and established perspective?
• Are activities, examples, and feedback realistic, understandable, appropriate,
and accurate?

• Is the instruction appropriate for the target audience?

Information gathered from experts was used to determine content accuracy. It was also used to identify learner difficulties and relate these difficulties to possible deficiencies in the product. I incorporated suggestions from these experts into the product.

“One-to-One Review“

In this review phase, I asked 10 typical learners to play with a complete mock-up so I could identify and remove the most obvious errors and to obtain initial reactions to the content about clarity, impact, and feasibility.

The questions included the following:

• Was the message clear?

• Could you interpret and understand the graphics in the text?

• Could you read all the material?

• How easy was it to complete or use?

• Did you have enough time to complete the activities?

• Did you know what to do during the activities and tests?

• What was the impact on your knowledge, skills, and attitude?

• Did you understand the instruction and what you were supposed to learn?

• Did you feel confident when answering questions or completing activities?

After conducting one-to-one reviews, I used the results to determine whether the instruction contains appropriate vocabulary, examples, and illustrations for the target audience, yields reasonable learner attitudes and
achievement, and appears feasible for use in the anticipated contexts. I made the following changes based on the children's input:

• Have images of objects and musical instruments of few game boards in black and white.

• Have more short vocabularies.

• Some children need more time to complete the activities.

• Reposition of pictures and names of musical instruments and objects.

“Small Group Review”

I plan to ask eight to twenty learners of various abilities to play a final mockup of the game to determine the effectiveness of changes made following the one-to-one reviews and to identify any remaining learning problems. These groups will be asked questions such as

• Was it interesting?

• Did you understand the instruction and what you were supposed to learn?

• Were the materials directly related to the objectives?

• Were there sufficient practice activities to learn the material?

• Were the activities relevant?

• Did you receive sufficient feedback?

• Did you feel confident when answering questions or completing activities?

After conducting small group reviews, I will use the results to refine the material so that it addresses as wide an audience of target users as possible. These refinements could include changing examples and vocabulary, increasing time allocations, or adding alternative presentation modes.
“Field Test Review”

Finally, I will test a completed game in a third grade classroom with a majority of Vietnamese-American children. The purpose of a field test is to determine if the changes made after the small group review were effective and to see if the instructional product can be used in the context for which it was designed. In this stage, the role of the designer is only to observe the process. The questions that will be asked are similar to the ones asked at the small group review stage. The goal is to make final refinements so that the product yields desired levels of achievement and attitudes and it functions as intended in the learning environment.

Summative Evaluation

Summative evaluation will take place after the game is implemented. The goal will be to evaluate the effectiveness of instructional game in respect to its instructional goals and performance objectives: this requires the gathering of pre and post data on the learners. For the summative evaluation plan I will describe the participants, materials, measures, and procedures that will be used. It will also specify the criteria for judging overall effectiveness. The big question will be “Did the instructional product meet its goals and objectives?” The summative evaluation plan will be to conduct an experimental study with a control group and statistical analyses.

I will conduct an experiment to determine Nhạc Lô tô can help Vietnamese American third graders learn English. I will have 20 Vietnamese American third graders of two classes, and each class have ten children. The
classroom A has 10 children who will learn English with flashcards, and the classroom B have 10 children using Nhạc Lô tô game to learn English. Two groups meet for 15 minutes every day for two weeks. Comparing among two groups after two weeks, hopefully the data show that children in the classroom B (the control group) improved in phonic abilities and English vocabularies.

Future Work/Research

I plan to add on more musical instruments from each continent and DVDs that show musicians who play instruments. I will create a musician website that can be used for communication between Vietnamese American third graders and musicians. I will have musician weeks so children will talk and ask questions about musical instruments with musicians, and musicians can help them pronounce names of musical instruments. Children will also write questions and short paragraphs about music and musicians will answer at a website. Children will build up vocabularies, gain phonic abilities, and improve writing skills while they communicate with musicians. I plan to develop the game in other languages such as Spanish, French, Russian, German, and Italian and have musical instruments of game boards in colors and black and white.
REFERENCE


Nhạc Lô tô: A Musical Card Game
for English Language Learners

Do you like to play music games?
Hear the sound of musical instruments?
Learn the names of instruments?

Yes, Then let's do it together!

by

Hong Anh To
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California has a very diverse population, and many children who immigrated with their parents to America and cannot speak English. According to English-Language Arts Content Standards for California Public Schools, about 25 percent of students in California are English learners. The standards have been aimed to encourage students to try to reach their highest goals. Local education authorities support specialized education programs for English learners with the standards so that all children in California are working toward the same goal. Administrators must also work very hard to deliver the appropriate support that English learners will need to meet the standards.

Children are developing their learning skills and are motivated to establish their social and academic achievement so they will be successful in their future. By using music, we can motivate children to develop reading and building vocabularies. According to Cambell and Scott-Kassner (2002), music is not treated separately, and it is associated with the learning of concepts in social studies, language arts, mathematics, and science.

Nhạc Lộtô Game for English Language Learners is designed to be used for third graders in the classroom as well as at home. This game follows the same format as traditional bingo, and it provides students with enjoyment as well as learning English words. Nhạc Lộtô is an exciting and entertaining way for kids to develop their English vocabularies using pictures, sounds, and names of musical instruments.
CALIFORNIA CONTENT STANDARDS

The following California Standards are addressed by Nhạc Lớtô:

http://www.cde.ca.gov/be/st/ss/mugrade3.asp

http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf

MUSIC: Third grade

1.0 Artistic Perception

1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.

1.5 Describe the way in which sound is produced on various instruments.

5.0 Connections, Relationships, and Applications

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in music across subject areas.

ENGLISH LANGUAGE DEVELOPMENT:

A) Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

1) Beginning Level

   a) Phonemic Awareness and Decoding and Word Recognition

   Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language.

   Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.
b) Vocabulary and Concept Development

Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

Demonstrate comprehension of simple vocabulary with an appropriate action.

Retell stories by using simple words, phrases, and sentences.

2) Intermediate Level

a) Phonemic Awareness, Decoding and Word Recognition, Concepts About Print

Recognize sound/symbol relationships and basic word-formation rules in written text (e.g., basic syllabication rules and phonics).

b) Vocabulary and Concept Development

Apply knowledge of vocabulary to discussions related to reading tasks.

Read simple vocabulary, phrases, and sentences independently.

Use expanded vocabulary and descriptive words in oral and written responses to written texts.

B) Writing: Strategies and Applications

1) Beginning Level

a) Penmanship

Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).
b) **Organization and Focus**

Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months).

2) **Intermediate Level**

a) **Organization and Focus, Penmanship**

Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history–social science).

b) **Organization and Focus**

Write simple sentences about an event or a character from a written text.

Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.
This game **Nhạc Lô tô** comes with the following:

**Box Materials**

- 8 Game Boards: 4 Game Boards of Musical Instruments and 4 Game Boards of Names of Musical Instruments.
- 40 Game cards
- One CD has sounds of musical instrument
- 25 Red Tokens
Activities

There are three games, which are game board 1, game board 2, and game board 3. A game board 1 is musical instruments. A game board 2 has names of musical instruments, and a game board 3 is a CD that has sounds of musical instruments.

Nhạc Lô tô also has game preparations, which are simple and similar games as bingo games. Teachers will decide if children need to play some basic games for the preparation before children can actually play Nhạc Lô tô game. The game preparations can help to reinforce children.

The game preparations are at the page 19.

1. Game 1:

a) Materials:

A game board 1 is the 4x4 picture Lô tô card type, and it has 20 lô tô cards with many different musical instruments being placed in different lô tô cards and 40 cards. Each lô tô card is measured 8” x 10” and has 16 images of musical instruments and no FREE space.
b) How to Play:

- **PREPARE:** take out 20 different Nhạc Lô tô game boards and 40 cards.

- **DISTRIBUTE:** Hand out one Nhạc Lô tô game board to each child (each card has images musical instruments being placed different location). Hold a lô tô card and tell them this is 4x4 lô tô type and no free space in between. If mark images are place in vertical, horizontal and diagonal line children will win a game.

- **CALL:** The caller/teacher should pull out one card, describe it and show it to the children. She/he walks around and sees if children can put mark images in appropriate ones.

- **MARK IMAGE:** Red tokens: The children will then place on the called image if it is on their cards.

- **WINNING:** Once a predetermined pattern is made on a card, the child with that card calls out Lô tô.
A player wins Lô tô in a horizontal line.  A player wins Lô tô in a vertical line.

![Musical Instruments](image)

A player wins Lô tô in a diagonal line.

![Musical Instruments](image)

Every time teachers/callers pull out a card they have to pronounce a word/name clearly, loud and slowly so children can understand. After children put mark images/ red tokens on each called image, teachers/callers say the word of the image one more time, and children will repeat this word.
2. **Game 2: Names of Musical Instruments**

a) Materials: A game board 2 is the 5x5 lọtọ card type with names of musical instruments instead of pictures. Each game board is measured 8” x 10” and has 24 names of musical instruments and a LÔTÔ in a FREE space. I can use 40 images that are cards, which names/words and pictures of musical instruments from Game board 1.
b) How to Play:

• PREPARE: take out 20 different nhạc lô tô cards and 40 cards.

• DISTRIBUTE: Hand out one lô tô card to each child (each card has names of musical instruments being placed different squares). Hold a lô tô card and tell them this is 5x5 lô tô type and has a free space in between. Children can place a mark image/ a red token on the LÔTÔ space. If mark images are place in vertical, horizontal and diagonal line, children will win a game.

• CALL:  The caller/teacher should pull out one card, describe it and show it to the children. She/he walks around and sees if children can put mark images in appropriate ones.

• MARK IMAGE: Red tokens: The children will then place on the called image if it is on their cards.

• WINNING:  Once a predetermined pattern is made on a card, the child with that card calls out Lô tô.

A player wins Lô tô in a horizontal line.  A player wins Lô tô in a vertical line.
A player wins Lôtô in a diagonal line.

Every time teachers/callers pull out a card they have to pronounce a word/name clearly, loud and slowly so children can understand. After children put mark images/red tokens on each called image, teachers/callers say the word of the image one more time, and children will repeat this word.

3. **Game 3**

a) Materials:

A game board 3 has a Cd that has sounds of musical instruments and also uses materials from game board 1.

b) How to Play:

- **PREPARE:** place a Cd of musical instruments' sounds and take out 20 different Nhạc Lôtô game boards and 40 cards.
- **DISTRIBUTE:** Hand out one Nhạc Lôtô game board to each child (each card has images musical instruments being placed different location). Hold a lôtô card and tell them this is 4x4 lôtô type and no free space in between. When
children hear one sound of a musical instrument from a Cd, and teachers/callers say a name of this musical instrument, children can place tokens into images of musical instruments. If mark images are placed in vertical, horizontal and diagonal line children will win a game.

• CALL: The caller/teacher play a Cd that has sounds of musical instruments. The caller/teacher plays one sound at the time and stop. Children listen to one sound of a musical instrument from a Cd, and the teacher/caller say a name of this musical instrument, and then children can place tokens into images of musical instruments. The caller/teacher walks around and sees if children can put mark images in appropriate ones.

• MARK IMAGE: Red tokens: The children will then place on the called image if it is on their cards.

• WINNING: Once a predetermined pattern is made on a card, the child with that card calls out Lôtô.

Rewards

If children win three times, they can become a caller. If they pronounce correct names/words of instruments, they would receive a certificate of achievement. They can also choose one piece of music from Cds of schools. I believe most of school libraries have Cds about musical instruments. A winner (a child) can come to write one name of musical instruments on a black board. Every child will have a puzzle exercise of names of musical instruments to take home to play.
The following is a list of musical family instruments on the game board and cards.

**Wind Family**

- flute
- clarinet
- saxophone
- recorder
String Family

- violin
- guitar
- lute
- mandolin
- zither
Brass Family

- trumpet
- tubas
- horn
- trombone
Percussion Family

Maracas

triangle

bell

drum

rhythmic sticks

rattles
tambourine

xylophone

xylophone

piano
The following is a certificate of participation for winning Nhạc Lô tô games.
Players/children can play the following three Basic Bingo games to prepare them to play the Nhạc Lô tô games.

1. *Game 1 Preparation*: Pictures of objects

   ![Lô tô Card](image)

   a) Materials:

   A game board 1 is the 4x4 picture Lô tô card type, and it has 20 lô tô cards with many different images of objects being placed in different lô tô cards and 30 cards. Each lô tô card is measured 8” x 10” and has 16 images of musical instruments and no FREE space.

   b) How to Play:

   - **PREPARE**: take out 20 different Nhạc Lô tô game boards and 30 cards.

   - **DISTRIBUTE**: Hand out one Nhạc Lô tô game board to each child (each card has images of objects being placed different location). Hold a lô tô card and tell them this is 4x4 lô tô type and no free space in between. If mark images are placed in vertical, horizontal and diagonal line children will win a game.
• CALL: The caller/teacher should pull out one image of an object card, describe it and show it to the children. She/he walks around and sees if children can put mark images in appropriate ones.

• MARK IMAGE: Red tokens: The children will then place on the called image if it is on their cards.

• WINNING: Once a predetermined pattern is made on a card, the child with that card calls out Lô tô.

2. Game 2 Preparation: Pictures of objects and musical instruments

a) Materials:

A game board 2 is the 4x4 picture Lô tô card type, and it has 20 lô tô cards with many different images of objects and musical instruments being placed in different lô tô cards and 30 cards. Each lô tô card is measured 8” x 10” and has 16 images of musical instruments and no FREE space.
b) How to Play:

- **PREPARE**: take out 20 different Nhạc Lô tô game boards and 40 cards.

- **DISTRIBUTE**: Hand out one Nhạc Lô tô game board to each child (each card has images of objects and musical instruments being placed different location). Hold a lô tô card and tell them this is 4x4 lô tô type and no free space in between. If mark images are place in vertical, horizontal and diagonal line children will win a game.

- **CALL**: The caller/teacher should pull out one image of an object card or a musical instrument card, describe it and show it to the children. She/he walks around and sees if children can put mark images in appropriate ones.

- **MARK IMAGE**: Red tokens: The children will then place on the called image if it is on their cards.

- **WINNING**: Once a predetermined pattern is made on a card, the child with that card calls out Lô tô.

3. **Game 3 Preparation**: Names of objects and names of musical instruments
a) Materials:

A game board is the 5x5 names/words Lô tô card type, and it has 20 lô tô cards with many different names/words of objects and musical instruments being placed in different lô tô cards and 30 cards. Each lô tô card is measured 8” x 10” and has 24 names/words of objects and musical instruments and a LÔTÔ FREE space.

b) How to Play:

- PREPARE: take out 20 different Nhạc Lô tô game boards and 30 cards.
- DISTRIBUTE: Hand out one Nhạc Lô tô game board to each child (each card has names/words of objects and musical instruments being placed different location). Hold a lô tô card and tell them this is 5x5 lô tô type and a lô tô free space in between. If mark names/words are place in vertical, horizontal and diagonal line children will win a game.
- CALL: The caller/teacher should pull out one image of an object card or a musical instrument card, describe it and show it to the children. She/he walks around and sees if children can put mark images in appropriate ones.
- MARK IMAGE: Red tokens: The children will then place on the called names/words square if it is on their cards.
- WINNING: Once a predetermined pattern is made on a card, the child with that card calls out Lô tô.
These cards have names and pictures of objects that are used to play the preparation games.
a) A Field Trip To A Music Museum

This activity can help children improve their cognition, social, and writing skills.

Teachers and parents take children to a school library or to a local music museum and show them real musical instruments. Teachers can describe musical instruments and children also discuss. Children can pick their favorite musical instruments and one write a short paragraph about those instruments. They can include images of musical instruments.

Websites

- Virtual Musical Instrument Museum, Connecticut
  http://learningobjects.wesleyan.edu/vim/

- Musical Instrument Museum, Arizona
  http://www.themim.org/home

- National Music Museum, South Dakota
  http://orgs.usd.edu/nmm/

- A World of Accordions Museum
  http://museum.accordionworld.org/

- Yale University Collection of Musical Instruments
  http://www.yale.edu/musicalinstruments

- The Music House Museum, Michigan
  http://www.musichouse.org/index.php

- Museum of Fine Art, Boston, Massachusetts
  http://www.mfa.org/collections/musical-instruments

- Museum of Making Music, California
  http://www.museumofmakingmusic.org/

- The Iowa Band Museum
  http://www.cedarnet.org/cfband/museum.html
• The MOMI Museum of Musical Instrument, California
http://www.themomi.org/museum/index.html

Pictures of Museums

Museum of Making Music in California
http://www.museumofmakingmusic.org/

A picture of a woman played a piano in the classical period

A picture of school-age children played a piano, a violin, a trumpet, and a clarinet in 1960

A picture of a girl played a guitar in poor family in the World War II

A picture of a small ensemble in the romantic period
b) Make A Musical Instrument

Each child will make a musical instrument by using recyclable materials such as toilet rolls, paper towel rolls, and plastic jelly eggs. ect.... or paper plates, colored construction papers and crafts. Children can use crayons, color pencils, and markers to decorate their instruments. They will take pictures of their own instruments and write a short paragraph about his/her own instrument and how they would make these instruments. Parents, siblings, adults and teachers can help children to make instruments or to take pictures if they need helps.

This activity will motivate children to build their creation, cognition, vocabularies, and writing skills.

For an example: a child will write a short paragraph about how to make a shaker.

I like to play a shaker and I want to make one. I get a roll of a paper towel and use brown construction paper to wrap it. I glue one side of a roll and put lots of rice inside the roll.
c) **Make An Own Book**

Children will use their own imagination to create their books or journals. They can draw images or/and can take pictures or/and use illustrations from internets or cut pictures of musical instruments. They may include the pictures of musical instruments and write paragraphs as daily journals.

This activity will encourage children to develop and to expand their creation, vocabularies and writing.

This is a cover page of the book

This is a second page that is used to write paragraphs and it will continue to next pages.
d) **Spelling Contest**

Spelling Contest for Musical Instruments. This activity can help children to develop their spelling.

Children look at musical images that have the first letters or two letters with the rest blank lines, and they will fill out letters to blank lines to finish a word of a name of musical instruments.

Teachers make copies this activity and distribute to children. Children can do this activity in their classrooms and can also practice it at home.
Xl p _ _ e

T _ _ p _ _
e) **Puzzles**

The puzzle includes two parts that are a Keywords and a Search for the Keywords. The Search for the Keywords has names of musical instruments to be arranged in vertical lines and horizontal lines. The Keywords shows written names of musical instruments that assist children to have ideas of names of instruments being looked for at the Search for the Keywords. This activity will help children to develop their cognition, vocabularies, and spellings.

This is the sample of the puzzle.

```
Name____________________

KEYWORK PUZZLE

This Puzzle can be used to help students to develop their spellings

Keywords:
- flute                     clarinet                     bell
- guitar                   Piano                        viola
- drum                     trumpet                      triangle

Search for the Keywords:

        C L A R I N E T
    E D R U M F O R
        F G U I T A R I
        L V I O L A W A
        U M U S I C Q N
        T R U M P E T G
        E N E W B E L L
        L P I A N O X E
```

f) Create a Collage

Make musical instruments collages. This activity can help children to build their creations, vocabularies, and writing skills.

Teachers and children use magazines and newspapers to create collages of musical instruments and to write a short paragraph about these instruments.

Children will choose pictures of musical instruments from magazines and or newspapers to cut and to make a collage. They can have their own imagine to write a short paragraph with simple sentences. Teachers will help and correct their writing.

For an example:

I cut pictures of a drum, a tambourine, a gong, and a metal xylophone to make my collage.......
**RESOURCES**

**Books**

*Making Musical Instruments with Kids*

*I Can Make Music*

*Musical Instruments for Children*

*Show Me How I Can Make Music*

*101 Music Games for Children*

*Story of The Orchestra*
by Robert Levin

*My Third Grade Music Book*
by Ann Eisen & Lamar Robertson;

*Thematic Songs for Learning Language* (Cassette Book Kit)
by Sara Jordan

*Spelling Songs: Language Art Skill* (with Cassette CD)
by Darcy Frachella & Felice Green

*Songs and Activities for Early Learners* (with CD)
by Sara Jordan

**Websites**

InstrumentPro
http://www.instrumentpro.com/

Elderly Instrument
http://elderly.com/welcome.htm

8thstreet
http://www.8thstreet.com/
Cascio
http://www.interstatemusic.com/

Musical Instrument

Net Instrument
http://www.netinstruments.com/

Musicalinstrumentsales.com
http://www.musicalinstrumentsales.co.uk/

Mama Lisa's World: International Music and Culture
http://www.mamalisa.com/?t=e_links

BusSongs.com
http://bussongs.com/singalong_songs.php

San Francisco Classical Voice
http://www.sfcv.org/kidsfamily?gclid=CN2y0Z63uqsCFQd6gwodgBeVhA

Museums
National Music Museum
http://orgs.usd.edu/nmm/

Museum of Musical Instruments
http://www.themomi.org/museum/index.html

The Music House Museum
http://www.musichouse.org/

MFA The Museum of Fine Art
http://www.mfa.org/collections/musical-instruments

Museum of Making Music
http://www.museumofmakingmusic.org/

The Iowa Band Museum
http://www.cedarnet.org/cfband/museum.html

Rock and Roll Hall of Frame Museum
http://rockhall.com/visit-the-museum/
Ralph Stanley Museum and Traditional Mountain Music Center
http://www.ralphstanleymuseum.com/index.htm

Virtual Musical Instrument Museum
http://learningobjects.wesleyan.edu/vim/

Yale University Collection of Musical Instruments
http://www.yale.edu/musicalinstruments/

The Schubert Club Museum
http://www.schubert.org/museum/

A World of Accordions Museum
http://museumaccordionworld.org/

Empire State Theater & Musical Instrument Museum
http://www.jrjunction.com/estmim

Texas Music Museum
http://www.texasmusicmuseum.org/vision.htm

Stores
Sam Ash: 1-800-472-6274
http://www.samash.com/

Guitar Center: 1-866-498-7882
http://www.guitarcenter.com/

Sam’s Club:
http://www.samsclub.com/sams/shop/category.jsp?categoryId=1940&pid=_GoogleAds_Musical_Instruments_musical_instrument_shop

Zzounds: 1-800-996-8637
http://www.zzounds.com/

American Musical Supply: 1-800-458-4076
http://www.americanmusical.com/?src=Y0802G00SRCHCAPN&gclid=CD4vICmuqsCFcwbQgodVjo_mQ

International House of Music, INC: 213-628-9161
https://www.ihomi.com/

Music 123: 1-888-566-6123
http://www.music123.com/
Teacher Associations
MENC: National Association for Music Education
http://www.menc.org/

Music Teachers' Association of California
http://www.mtac.org/

MTNA: Music Teachers National Association
http://www.mtna.org/

Standards

California Music Standard
http://www.cde.ca.gov/be/st/ss/mugrade3.asp

California Language Art Standard
http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf
Appendix B

Nhạc Lôtô: The Box Cover for Musical Game for English Language Learners